

Higher Steps #1 Overview, Assessment, Assisted Reading, Word Bank & Expectations

Agenda:

1. Complete pre-practicum questionnaires. Liaison - Pass around Educator Info sheet.
2. What is Higher Steps?
3. How do we know Higher Steps works?
4. How does our school fit in?
5. How do we get started?
6. Review practicum requirements.

What is Higher Steps?

Goals:

1. Provide early G3 level+ struggling readers with:
 - research-based
 - comprehensive intervention
 - for 45 minutes

 - twice weekly minimum; more is better
 - 1:1 or small group (esp. triads & quints)

2. Provide educators with
 - extensive
 - ongoing professional development in reading instruction and intervention

-->better reading teachers for all students

What Does Higher Steps Look Like? How Do We Know It Works?

1. Assisted reading of new challenging text
(Jorgenson, Klein, & Kumar, 1977; Kuhn, Schwanenflugel, Morris, Morrow, et al., 2006; Morgan, Wilcox, & Eldredge, 2000; O'Connor, Swanson, & Geraghty, 2010; Powell, & Dunkeld, 1971; Stahl, & Heubach, 2005; Stanley, 1986)
3. Isolated, systematic Word Study to develop automatic decoding & spelling skills
(Adams, 1990; Ehri, 2005; Foorman et al., 1998, Moats, 2005; Rayner, Foorman, Perfetti & Seidenberg, 2002)
4. Re-read familiar, challenging text to build fluency
(Kuhn & Stahl, 2003; Kuhn, Schwanenflugel, Morris, Morrow, et al., 2006; Stahl & Heubach, 2005)
5. Overt attribution of reading progress to Higher Steps skills/strategies
(Bandura, 1982; Schunk & Rice, 1993)

How does our school fit in?

- A. Today - learn how to do RLA; review practicum requirements. Learn Assisted Reading routines (HS #1).
- B. Between today and _____ - give RLA to 2-3 students. Finish organizing HS materials.
- C. _____ - bring raw RLA data to training. Discuss RLA data & choose student. Learn Advanced Word Study & Word Bank (HS #2).
- D. ASAP, start HS Word Bank, Assisted Reading & AWS.
- E. _____ - Fast Follow-up (HS #3) “drop-dead” date. Clinics begin w/Word Bank, Assisted Reading & AWS.
- F. Video Seminars – required for certification (organized by site coordinator).

How Do We Get Started?

Gather baseline data & select students:

Reading Level Assessment (RLA)

Available on-line: www.urrc.org → Educators

→ Assessment. It's **free!!!**

- approx. 10 minutes

- instructional and independent reading levels

Note: The texts/books used for assessment **CANNOT** be used for tutoring during the year.

Discuss: Norm-referenced Assessment vs. Screening vs. Criterion-Referenced (ERI & RLA)

Passage Reading Assessment

Woods & Moe passages (G2 and up)

Take the candidate from G2 text to frustration. You need to see what s/he **can't** do to determine the appropriate level.

Errors

- omissions
- insertions
- substitutions
- helps

She ran quickly.

To code these errors, just slash the specific word. Self corrects count as errors, but identify them with a ✓.

Criteria for HS Students: minimum of 90% accuracy and 80 wpm on G3 passage

Use HS Assisted Reading Criteria to find challenging text level.

Cautions for student selection during training year:

- motivation
- attendance
- dyslexia

Record all data on test, including child's name, grade, etc. Your UURC liaison will need a copy of each student's RLA summary page.

Review UURC on-line resources for RLA data entry and computation: <http://www.uurc.utah.edu/> & go to: Teacher Login on left side.

Note grade level spelling test in master binder. Helpful to i.d. instructional spelling levels.

Working in Text: Assisted Reading

Candidates for HS (review criteria) have reached a level of reading development that allows them to work in challenging text productively.

In contrast, students below this level are beginning readers who cannot work in challenging text productively because they lack sight word vocabulary and phonics skills for decoding unfamiliar words.

This means that students who are reading between G1-January and G2-End need **Next Steps** intervention. Students reading below G1 January need **Early Steps** intervention.

Trainer models planning Assisted Reading Lesson on HS LP. Then models with student. Debrief and reference the following concepts below.

Students need to consume as much text as possible. Keep “teacher talk” to a minimum. Remember: if you are talking, they aren’t reading.

Text Structure

- Narrative text - main character, main problem, & resolution. Your questions should track these concepts.
- Informational text - main idea and supporting ideas. This basic structure may manifest more specifically as “compare and contrast,” “problem and solution,” and/or “sequence.” Your questions should track these concepts.
- Why re-invent the wheel? Use the UURC bookmarks!
- When in doubt, good, “all-purpose” comprehension questions are: **“What just happened?”** or **“What does the author want us to know here?”**

Preparing for Assisted Reading:

1. Read the text BEFORE the session.
2. Identify text structure: narrative or informational?
3. Identify preview content: challenging vocab & critical “big ideas.”
4. Note page numbers for challenging words in lesson plan. *BE SELECTIVE!! No >5 words!!*
5. Count sections for data (allow for echo & solo)

Preview (no >3-4 minutes)

1. Identify the page number, then direct students to “Find...” specific vocab that you identify in the text. Analyze words as needed. Ask “**What word?**” so that students say word aloud.
2. Build/Activate students’ background knowledge re: most important vocab & concepts in first few pages.

Echo Reading: (approx. 5-7 minutes)

1. You don’t need a book; share the student’s book.
2. Say, “**Fingers on _____. My turn; you point.**”
3. Read a small chunk of text deliberately, but with prosody. You do not point; the student points. Pause at phrase and sentence boundaries to let info sink in (comprehension).

4. Say, “**Fingers on ____ . Your turn.**” Student echoes. Re-model if student is choppy.
5. Do this for 4-6 chunks of text.
6. When student makes > 1 error, repeat section.

Solo Reading: (approximately 15 minutes)

1. Do comprehension work at relevant story events and at end of day’s reading.
2. Prosody echo as needed.
3. Collect rate and accuracy data. Record on LP.

Pacing in Text

Student needs at least 2 out of 3 qualifying data points (accuracy & rate) in most difficult text for that level. If not, move laterally.

Word Bank Procedures

Trainer models & explains:

- Write each **vowel** on its own index card. Vowel cards stay in the Word Bank forever. You can put “crib notes” for YOU on the back.

- Also, collect high frequency words that present difficulty during reading and/or on the Fry List. Write

each word on its own index card. [Trainer: *Distribute Fry List*].

- Use flash presentation. Sort into 2 piles: correct & automatic OR trouble. Re-do trouble deck.
- Remove words when student is firm in text reading. Vowel cards stay in Word Bank FOREVER!
- Add long vowel chants at module 4 – Open Syllables.

Certification Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified HS tutor working directly under licensed HS trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned for final observation. [Trainer: *Review Observation form*]

Self-Observation: Film yourself during 2 HS lessons; watch your lessons while completing HS observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: HS Tutors and/or Site Coordinators are **not** licensed HS trainers. Training without HS license violates UURC service mark rights. Certified HS tutors **are** allowed to “coach” other individuals in the HS model. Proceed with lowered expectations!

Materials to Bring to Each Training

- binder with all HS lesson plans, etc.
- word study kit, LPs & inventories - 2 index cards
- AWS General Instructions
- white board, 2 markers, mechanical pencil/pointer
- spelling notebooks for students

Questions? Check the master binder on-line!!!! If you still don't know the answer, contact your UURC liaison!!

Site Coordinators!

Please provide your UURC liaison with a copy of the RLA cover sheet for each student receiving HS from any educator in training.

University Credit

University Credit is available; not mandatory. Cost: \$300 for 3 continuing ed credits. Register with Linda

Jensen (801-265-3951 or linda.jensen@utah.edu) by *October 31st*.

For syllabus, see:

www.uurc.utah.edu/UStudents/UCourseSyllabi.php

EDU 6641-030 - Advanced Assessment & Intervention for Struggling Readers: Higher Steps Practicum

Fabulous UURC International Opportunity!

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vulnerable youth with UURC intervention and/or coaching local educators.

Tier I Text Certification OR Tier II Certification (Early, Next or Higher Steps) satisfy main pre-requisite!

www.uurc.utah.edu/Educators/BotswanaInternship.php